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ABSTRACT

Twenty-seven mini-conferences on career education in grades K-12 were conducted in three phases. Two hundred sixty-one participants, representing all fifty states, Puerto Rico, and the District of Columbia, attended the conference. Nine topical areas were considered as they apply to career education: teaching/learning processes, evaluation, counseling, business/labor/industry involvement, parent involvement, handicapped students, female students, gifted and talented students, and minority students. Phase 1 examined these topics from the practitioners' viewpoint. Phase 2 considered implications for state coordinators of career education. Phase 3 examined the topics from a national perspective as conceptualizers and executive officers of national associations made suggestions and recommendations. In addition to the mini-conferences, four meetings regarding evaluation and data collection were held for the directors of federally funded career education projects. The conference participants were asked to complete a questionnaire regarding their perceptions of the outcomes of the conferences, suggestions for improvement, and issues in need of further investigation. Most of the participants mentioned that the greatest benefits they derived from the conferences were the innovative ideas on practice, administration, and involvement of groups other than educators in career education. (This report presents a summary of data extracted from the evaluation questionnaires completed by the conference participants.) (EM)

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CAREER EDUCATION MINI-CONFERENCES

Project Performance Final Report

Prepared for
The Office of Career Education
United States Office of Education

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July 1976

CE 017 722

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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- Developing educational programs and products
- Evaluating individual program needs and outcomes
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ABSTRACT

PROJECT PERFORMANCE REPORT

PROJECT NO.:	554AH50573
GRANT NO.:	G007502298
NATURE OF REPORT:	Final
PROJECT TITLE:	Mini-Conferences: Seeking Consensus on the Scope and Sequence for K-12 Career Education
PERIOD COVERED BY THIS REPORT:	July 1, 1975 to June 30, 1976
CATEGORY OF PROJECT:	Communications
PROJECT DIRECTOR:	Dr. Richard J. Miguel
GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION/ADDRESS/ PHONE:	The Center for Vocational Education The Ohio State University 1960 Kenny Road Columbus, Ohio 43210 (614) 486-3655

MAJOR ACTIVITIES

Twenty-seven mini-conferences were conducted in three phases with the Director of the Office of Career Education, U.S. Office of Education serving as conference chairman. Nine topical areas were considered as they apply to career education: teaching/learning process, evaluation, counseling, business/labor/industry involvement, parent involvement, handicapped students, female students, gifted and talented students, and minority students.

Phase 1 examined these topics from the practitioners' viewpoint; Phase 2 considered implications for state coordinators of career education; and Phase 3 examined the topics from a national perspective as conceptualizers and executive officers of national associations made suggestions and recommendations.

This project also organized orientation and follow-up meetings for directors of projects funded through the Office of Career Education, U.S. Office of Education.

PARTICIPANTS

Two-hundred-sixty-one participants, representing all fifty states, Puerto Rico, and the District of Columbia were convened at the mini-conferences. All project directors, except those with very small funding, attended the project directors' meetings.

EVALUATION AND OUTCOMES

Each conference participant was asked to complete a questionnaire regarding his/her perceptions of the outcomes of the conferences, suggestions for improvement, and issues in need of further investigation. On the whole, each conference was rated as being very worthwhile to the participants; although conferences on women and minorities felt that issues could have been discussed more thoroughly and at greater length. The main criticisms on that score centered around "insufficient time."

Without exception, participants endorsed the concept of developing a dialogue between their respective groups and the Director of the Office of Career Education, and felt that it should be continued.

Perhaps the greatest benefit of the conferences to participants was the vast amount of innovative ideas in practice, administration and involvement of groups other than educators in career education. Most of the participants mentioned this in their conference evaluations. The products of the conferences, project reports and the USOE monographs that became an outgrowth of the mini-conferences, are receiving widespread use. Many state coordinators of career education, association officers, and practitioners indicated that they were disseminating them to their constituents.

CHANGES IN THE PROJECT

Originally scheduled for twenty-four conferences, this project conducted three additional meetings: conceptualizers, teaching/learning associations, and community organizations and associations.

The major shift in project direction was away from defining the scope and sequence of career education and validating it at the state and national levels. The principal reason for this was that teachers, as originally assumed, were to provide the basic information on scope and sequence. As it turned out, they were quite resistant to the notion of defining scope and sequence, although they did provide substantial insight into the substance of career education for their grade levels. While Phases 2 and 3 examined the reports of Phase 1, there was little in the way of structured scope and sequence that they could review and elaborate upon. Instead, Phase 2 and 3 participants discussed issues and concerns relevant to their involvement in career education.

FOREWORD

As part of its interest in and support of studies in career development, The Center for Vocational Education continues to pursue and engage in research and development activities that contribute to the betterment of career education. This project was designed to move toward national consensus on the scope and sequence of career education for kindergarten through grade twelve. Such an achievement should help practitioners and other educational decision makers as they plan and implement career education experiences in their schools.

The degree of involvement experienced during the mini-conferences is another important benefit. To involve local practitioners, state coordinators of career education, business, labor, and industry representatives, members of national organizations outside of career education, and U.S. Office of Education, Office of Career Education staff represents a significant achievement in educational research and development. Their agreement concerning the substance of career education should lead to efficient program development, evaluation, and implementation in future years.

We would like to thank the participants of these twenty-seven mini-conferences for their time and effort, but most of all, for their invaluable advice and consultation.

Robert E. Taylor, Director
The Center for Vocational Education
The Ohio State University

ACKNOWLEDGMENTS

Career Education Mini-Conferences is a project that has concerned itself with people and what they are doing for, thinking about, and hoping for in regard to the future of the students in our nation's schools. Only the lack of space prohibits mentioning each person's name, but I do want to thank each participant for the unique and meaningful contributions he or she made. To be able to witness the enthusiasm of participants as they told about their dedication to career education efforts was a learning experience that is without equal. To see Dr. Kenneth Hoyt masterfully guiding discussions, conscientiously following through on all proposed action items, and sharing his vigor and infectious zeal for career education was truly inspiring. In our first mini-conference Peggy Horner noted "Career education is about people, not products." How right she is. From my point of view, it is about very special people, indeed.

The Center staff is to be commended for their efforts to make the project function effectively. Marianne Bohne, our project secretary, conscientiously and effectively handled vast amounts of correspondence, business forms, and manuscript typing. Her diligence contributed greatly toward the articulation of the project. Appreciation is also expressed to Lee Brown for her consultation and work on graphic design and to Nancy Fromson for editing various manuscripts. The project is indebted to Janet Blankenship and Peg Pethtel for assisting in Columbus conference arrangements, to Eric Ruff for transporting participants, and to Ernie Spaeth for duplication services. Conferences were ably photographed by Dan Krivicich.

Many conference participants graciously brought career education materials to share. These excellent materials can be seen either at The Center or at the Office of Career Education, United States Office of Education.

Finally, appreciation is expressed to over one hundred persons who attended these mini-conferences as observers. They added immeasurably to the spirit and success of our productive dialogues on career education.

Richard J. Miguel
Project Director
Career Education Mini-Conferences
The Center for Vocational Education
The Ohio State University

PREFACE

This document delineates the information required for the final reporting of project performance for Career Education Mini-Conferences. This information is reported according to Form No. 51-R1187 provided by the Office of Career Education, U.S. Office of Education.

A copy of the final report of conference proceedings, used for dissemination purposes, has been submitted along with this report on project performance.

The Center for Vocational Education is grateful to Dr. Kenneth B. Hoyt, Director, and to Mr. Terry Newell, Project Officer, of the Office of Career Education, U.S. Office of Education, for the significant roles they played in conducting this project.

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PROJECT PERFORMANCE REPORT

Career Education Program

ITEM 1. PROJECT NO.:

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ITEM 2. GRANT NO.:

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ITEM 3. NATURE OF REPORT:

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ITEM 4. PROJECT TITLE:

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ITEM 5. PERIOD COVERED BY THIS REPORT:

From: July 1, 1975 To: June 30, 1976

ITEM 6. CATEGORY OF PROJECT (AS SPECIFIED IN 45 CFR 160d.5 and 160d.11):

___ Incremental ___ Settings ___ Populations

___ Training X Communications ___ State Plan

ITEM 7. PROJECT DIRECTOR:

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ITEM 9. MAJOR ACTIVITIES

The major accomplishments of Phase 1 of the mini-conferences are included under the first three objectives of this project.

Objective 1

Teachers and others directly involved in instruction will define the nature and substance of career education by the following grade levels: K-3, 4-6, 7-9, 10-12.

Transactions

Four mini-conferences were held at The Center for Vocational Education, The Ohio State University, in Columbus, Ohio. Each conference lasted two days and included twelve participants. The topic of these four conferences was the teaching/learning process in career education. The dates and grade levels covered were as follows:

Conference 1:	Grades K-3,	September 8-9, 1975
Conference 2:	Grades 4-6,	September 15-16, 1975
Conference 3:	Grades 7-9,	September 18-19, 1975
Conference 4:	Grades 10-12,	October 2-3, 1975

A summary of the progress made on objective one at the above four conferences follows.

Conference 1: Teaching/Learning Process, Grades K-3

Career education in the primary grades fosters feelings of self-worth in students and contributes to their sense of importance as human beings. Students involved in career awareness activities gain a sense of accomplishment and success. In learning more about themselves, students become aware of their relationships with others in their community. These conference participants noted that these learnings become significant in helping students form positive self-concepts.

Acquisition of specific occupational knowledge and selection of occupations were not seen as appropriate outcomes for K-3 students because they are too far removed from major career decisions. Also, no one has any idea of what the world of work will be like when these students enter it some 10 or 15 years from now.

The role of parents in career education is most important at this level, and teachers should make use of this valuable resource. It was pointed out that many students thoroughly enjoy having their parents come to school as community resource persons and are fascinated to hear about the tasks they perform in their occupations. Describing job experiences, showing pictures of job locations, special tools and equipment give students greater career awareness. Such shared experiences provide a basis for better child/parent understanding as well as initiate understanding of how classroom learning relates to the world of work.

This group of K-3 teachers also indicated that knowing what key career concepts to teach is useful. However, they did not feel the need for a discrete scope and sequence because career education

should not be taught as a separate subject. Rather, it should be taught within all existing subject areas. In this way career education acquires the scope and sequence of the subject matter into which it is infused.

Each participant expressed enthusiasm about involving other teachers in career education, although there are barriers to overcome. Many teachers do not yet seem to understand what career education really is. Through in-service workshops, committees, and general meetings, teachers can learn how to make better use of school and community resources to help students.

Conference 2: Teaching/Learning Process, Grades 4-6

This group of teachers feels that career education has many plusses. At the top of the list are its very humanistic qualities. Career education allows students to explore, to find out what their interests and strengths are, and then to capitalize upon them. Success, the key to building positive self-concepts, is incorporated at every step. Involvement in career education permits acquisition of basic skills in a positive learning environment. The participants have found student motivation to be high in the nine- through eleven-year-old age group and this makes learning experiences very exciting for both students and teachers.

Fourth, fifth, and sixth graders, in developing career awareness, become more sensitive to the reasons for formal education and to the need for preparation for the world of work. Contacts with community resource persons help students realize that learning basic skills now will be important later. A major benefit of career education is that it enables teachers to help students become more of what they are capable of becoming. It makes education a part of life, and not merely preparation for it.

Much discussion in this group centered on values clarification. In developing values, students become aware of the personal meaning of work in their own lives and can begin to relate this awareness to their own career interests. In addition, focus on the improvement of work habits, development of decision-making skills, and identification of working styles are of great importance. One area of concern to these participants is helping students gain respect for all types of work. Students must realize that it is the integrity of the person doing the work that matters.

During a discussion of scope and sequence for career education, these teachers also indicated that the existing school curricula provide much of that structure. They felt that a highly specific scope and sequence designed exclusively for career education would be too limiting and would not be used. However, a broad overview of direction and purpose would be useful.

Evaluation of career education programs is difficult. Existing tests do not seem to give an accurate picture of the outcomes of career education. However, teachers should not be held back by the limitations of evaluation instruments. Rather, schools must gather and measure evidence in terms of the objectives set forth by career education. Evaluations made by teachers must be valued, since their observations and judgments have rendered the best evaluation data available.

Conference 3: Teaching/Learning Process, Grades 7-9

At the junior high level, the emphasis of career education shifts from the student as the receiver of career information to that of the student as the subject of career exploration. In elementary school, students hear much about different kinds of occupations through career awareness activities. When they get to junior high, students begin to focus on their own career objectives and to explore

areas of interest to them. According to these teachers, students in grades 7-9 enjoy and benefit from "shadow" activities and actual work experience that permit students to do the work—not just observe it.

The teachers participating in this conference described a broad range of activities that focus on the accomplishment of several important goals. These are highlighted in five questions developed for junior high students by a values clarification project: Why explore? Who am I? What is a career? How can school help? What can I become?

The need to develop self-awareness and foster positive self-concepts continues at this level. As students develop increasingly clearer pictures of their strengths, weaknesses, interests, and values, they are able, with counseling, to direct those traits to appropriate, broad occupational fields. Students are then able to formalize educational plans that are very flexible, but purposeful in providing career direction. The school staff, parents, and the business, labor, and industry community play important roles in the lives of these youngsters. They must be available and willing to collaborate in the best interest of the students.

Conference 4: Teaching/Learning Process, Grades 10-12

The need for career education is vital at the high school level because it is at this time that students either formalize their postsecondary education plans or make final preparations to enter the work force. The contacts with, and support of, parents, school staff, and community resource persons help high school students organize all the input they have had during the period of their formal education. In this way, they can make intelligent decisions regarding their future plans.

As students strive to understand themselves, the world they are about to enter, and their roles in it, it is vital for them to develop and refine certain skills which will enable them to choose the types of work to which they are best suited. Having well informed people who like what they do, succeed in their jobs, and are able to cope with life's problems and adapt to changes is the goal of career education.

Teachers at this conference indicated 31 skills and attitudes that should be emphasized in the high school years. Among them are: continuing the learning processes of self-awareness, including self-respect and values clarification; respecting work and understanding its personal value; learning how to make decisions and take responsibility for them; acquiring good work habits; understanding the importance of communication and interpersonal skills; developing coping and adaptability skills; acquiring job-seeking, job-getting, and job-holding skills; understanding the wide range of options available within our economic system; and settting realistic goals and knowing how to achieve them.

Objective 2

Evaluation specialists, counselors, business/industry/labor representatives, and parents will identify problems associated with organizational aspects of K-12 career education.

Transactions

Four mini-conferences were held at The Center for Vocational Education in Columbus, Ohio. Each conference lasted two days (except B/I/L which was one day) and included twelve participants. The topics and dates for these conferences were as follows:

Conference 5:	Evaluation, October 6–7, 1975
Conference 6:	Counselors, October 13–14, 1975
Conference 7:	Business/Industry/Labor, October 22, 1975
Conference 8:	Parents, October 27–28, 1975

A summary of the progress made on objective two at the above four conferences follows.

Conference 5: Evaluation

There are many evaluation devices and processes being employed to document the successes of career education. The participants of this conference, who have much experience in evaluating career education in local school districts, provided perspective on the problems, progress, and future directions of those evaluation processes. The evaluation outcomes sought by these experts lie in the following areas of knowledge: use of occupational information, awareness of the availability of educational preparation programs, understanding of basic career development principles, awareness of reality factors such as financial barriers, and use of career decision-making and planning skills. Other areas that need to be assessed are results of incremental improvement, long-range effects of programs on students, and acceptability of products and programs to users.

In reviewing the nine learner outcomes stated in the USOE Career Education policy paper, these evaluators reported that almost all are measurable. Finding the appropriate instrumentation, achieving consistency in reporting data, and finding consensus on what constitutes adequate achievement of the outcomes still remain major problems to be solved.

Other problems include identification of specific outcomes by grade level progression, verifying that outcomes are directly attributable to specified treatments, helping the public understand evaluation results, keeping evaluation costs reasonable and identifying differential evaluation methodologies that can account for differences among various student populations.

Conference 6: Guidance and Counseling

Diverse roles of counseling and guidance were represented in this conference. Because participants' jobs ranged from elementary, junior high, and high school counselors to career education coordinators, career resource specialists, and placement officers; so, a wide variety of experiences was described and multiple perspectives were achieved. The most important fact is that counselors play a vital role in career education and that they should be involved in career education planning and

implementation from the beginning. The participants described how they relate to other school personnel, students, parents, and the community; programs now in use and those planned for the future were also shared.

Several points merit attention. Counselors need to take the initiative in involving teachers in career education. Presenting ideas, offering suggestions, and volunteering assistance are ways to do this. A cooperative effort, begun by the counselor, enhances teacher/counselor relationships and may motivate teachers to provide exciting career education activities for students. In addition, teachers will be amenable to having counselors conduct the activities which counselors are more suitably prepared. Another dividend of this cooperative effort will be the teachers' willingness to participate in in-service workshops to improve their career education skills.

Career education and career guidance were also discussed. It was felt that if career education is dealt with effectively by elementary, junior high, and high school teachers, then high school counselors will be able to do career guidance more successfully. Career education and career guidance are complementary efforts—not an either-or proposition.

Inclusion of administrators and curriculum developers is also essential. All school personnel need to understand how to incorporate career education concepts into all subject areas at all grade levels. Only when the counselor can have input into curricula, cooperation of the administration, and support of the teaching staff, can students derive the greatest benefit from their formal education experiences.

Conference 7: Business/Industry/Labor

The business, labor, and industry community is both a benefactor of and a resource for career education. The goal of achieving a well educated, skillfully trained, and self-motivated work force cannot be overemphasized. It appears that B/L/I not only value that goal highly, but are also willing to be participants with the schools in achieving it. Each B/L/I organization needs to take proactive measures in such areas as formulating career education policy, assisting educators in transcending the obstacles that are now keeping the worlds of school and work apart, and aiding students in their transitions into work places.

Participants in this conference abounded with ideas and suggestions for quality B/L/I involvement in career education. They were also insightful in identifying potential problems and offering possible solutions. A major source of difficulties lies in organizational structures. For example, B/L/I have observed much career education at the "grassroots," but little time being spent motivating principals, superintendents, and board members. B/L/I are not often willing to support career education if they encounter resistance from the schools' policy makers. Other organizational problems center around getting educators and B/L/I personnel familiar with their reciprocal domains, and getting all concerned to function as effective career educators.

Excellent examples of career education practice were presented by the participants. Their superior efforts are representative of small businesses and giants such as General Electric and DuPont. Their activities are performed in the school and at their places of business. In one case, an industry has "loaned" one of its management personnel to a school system for a year.

Conference 8: Parents

This conference convened to discuss the role of parents in the career development of youngsters in kindergarten through grade twelve. The participants represented a wide spectrum of careers

and various types of communities. Placing a high value on career education, they believe it contributes significantly to the growth and learning of students. In particular, career education is seen as providing the following benefits: better self-understanding, awareness of multiple career possibilities, experiences in a variety of work settings, awareness of life-style implications of different kinds of work, plans for what to do right after leaving school, and motivation for learning—especially acquiring basic skills.

The community was recognized as an excellent "laboratory" for career education. Schools should not try to do everything by themselves. For example, community members can assist youth in productive use of leisure time. Community resource persons can be drawn upon to provide first-hand knowledge about work and occupations. Participants pointed out the difficulty in trying to obtain meaningful work experience outside of schools for teachers. They felt there must be more efficient ways for teachers to become knowledgeable about careers, and that business, labor, and industry could be helpful in this area.

Objective 3

Representatives for handicapped persons, women, gifted and talented persons, and minority groups will identify problems associated with organizational aspects of K-12 career education for special segments of the population.

Transactions

Four mini-conferences were held at The Center for Vocational Education in Columbus, Ohio. Each conference lasted two days and included twelve participants. The topics and dates for these conferences were as follows:

Conference 9: Handicapped, November 3-4, 1975
Conference 10: Female Students, November 17-18, 1975
Conference 11: Gifted and Talented, November 19-20, 1975
Conference 12: Minority Groups, November 21-22, 1975

A summary of the progress made on objective three at the above four conferences follows.

Conference 9: Handicapped

Participants in this conference understand and care deeply about the special needs of handicapped students. Career education can be a means of letting these students achieve success at whatever it is they are striving to do. For a low-incidence handicapped student, it may be a job-related skill. For a multihandicapped, it may be a physical care skill that most people take for granted. The philosophy of career education emphasizes that work is more than paid employment. It permeates all of our activities. Through career education, handicapped students can develop positive self-concepts and achieve their maximum potential.

Low-incidence and high-incidence handicaps, both physical and mental, were represented at this conference. Although each area has its unique problems and concerns, there are areas of commonality in all handicapping conditions which can be approached with varying degrees of emphasis.

Much discussion focused on the nature of the skills to be included. Should handicapped students be trained in the same skills as those delivered to the general student population? Many participants felt that generally the skills are the same but that the approach and the activities need to be designed for the particular handicapping condition.

Many of the programs place primary emphasis on survival and adaptability skills and on the development of positive attitudes. Handicapped students often have not learned the basic living skills that other children pick up naturally. In addition, they must learn to deal with the ridicule and prejudice that they are bound to encounter. Awareness of their own strengths and weaknesses allows handicapped students to build positive self-concepts which enable them to learn job entry skills.

Conference 10: Female Students

The theme "Sex Role Stereotyping as a Deterrent to Freedom of Choice" was adopted by this conference. Much of the discussion focused on this topic, and a resolution was passed to affirm that

every individual has a right to a career which incorporates her/his abilities, interests, and life-style in ways that eliminate barriers dealing with freedom of choice for individual career decisions. Women have found this right difficult to achieve in a society which has stereotyped them and has not truly given them the necessary choices to develop themselves as self-actualizing adults.

Many issues were raised, but time did not permit their resolution. The participants felt that there must be a realization of the quiet revolution taking place in the living patterns of women's lives. Of particular focus are patterns which reflect discontinuity in their careers. Creative and serious efforts need to be directed toward raising career aspirations of female students, exposing them to the total world of occupations, educating others to the career problems caused by sex-role stereotyping, and designing educational environments that prepare female students to participate in and to receive benefits from work experiences that are equal to those of their male counterparts.

The participants were zealous in making career education a vehicle to facilitate the career development of women. Their undertakings have been undeniably successful, and they hope to enlist everyone who touches upon the careers of female youth and adults to appreciate their human needs and to create, or in some cases not to impede, the conditions that will ensure optimum career development.

Conference 11: Gifted and Talented

Because their abilities are superior, the career education of gifted and talented students is often neglected because many presume that their success in careers is predestined. This conference made it clear that the gifted and talented are just as much in need of career education as other students are. Since they are exceptional, career education may even have to make special provisions to facilitate their vocational growth.

The discussants presented many worthwhile ideas: a novel means of assessing abilities that could be used in career education; an executive internship program; a community resource project for the gifted; a theater arts program; and a career values clarification program. It was emphasized that work experience related to career exploration has special significance for gifted and talented students. Not only are business, labor, and industry especially receptive to this group of students, but the experience also provides them with the opportunity to expand and enrich their curricula, rather than merely accelerating it.

Many problems that have plagued efforts to meet the needs of the gifted and talented continue to do so in career education. Should they be separated from other students? Are they entitled to a program that is superior to those offered other students? Is the cost of their special programs justifiable? Are there weaknesses in American education that do them a disservice? The participants explored these issues and demonstrated how worthwhile career education for gifted and talented students can be provided.

Conference 12: Minority Groups

Significant progress has been made for minorities in various locales through career education. This is a tremendous beginning toward providing equal opportunity, and achieving equity, for all. The participants related concerns and problems associated with providing career education to the various minority populations they represent.

Generalizations about minorites are often inaccurate and may lead to inappropriate actions that may result in disservice to them. While the term "minority" may be convenient to use in referring to persons who vary in some way from cultural norms, it should not be misused. Groups labeled as minorities are quite different from one another. Some may be quite different from the majority of the population in their cultural approaches to life and learning, while others are not and may not wish to be treated differentially. This variance in attitude is noticeable within any minority group as well.

Programs for minorities, therefore, need to be built around special needs and interests of individuals. For many minorities, there are problems with the system as it is, and drastic changes need to be made. For others, changes are needed to assist them in succeeding within the existing educational system. For example, many minorities need support in educational and career pursuits—support that does not stigmatize them, nor violate their personal integrity, nor lead persons to conclude erroneously that they are not qualified.

Barriers to gaining access to the rewards of our society formally available only to those of acceptable race, sex, color, creed, or national origin must be eliminated—not because of unfairnesses of the past, but especially because they are intrinsically contradictory to our principles as American people.

Encouraging, innovative, and proactive efforts are needed to assist minorities in career roles that have previously been unfamiliar to them so that their performance of those roles produces success and satisfaction. Ingenuity in program development is a must. Systematic effort in researching the career development of various minorites is also needed with special emphasis on successful accomplishment of developmental tasks such as career decision-making and on insight into guiding career patterns toward attainment of their goals.

Objective 4

State coordinators of career education will report on the status of career education as a means of gaining a national perspective on problems, concerns, and successes associated with the coordination of career education within the states.

Transactions

Phase 2 consisted of four mini-conferences which were held in Washington, D.C. Each conference lasted two days and involved approximately eleven state coordinators. An effort was made to include at least one coordinator from each of the ten USOE regions. All states (including Puerto Rico and the District of Columbia) were represented except for Alaska, Delaware, Georgia, Mississippi, Montana, Pennsylvania, South Carolina, and Tennessee. The dates and locations of these conferences were as follows:

Conference 13:	January 5-6, 1976	–	Channel Inn
Conference 14:	January 12-13, 1976	–	Channel Inn
Conference 15:	January 19-20, 1976	–	Channel Inn
Conference 16:	January 26-27, 1976	–	Gramercy Inn

A summary of the progress made on objective four at the above four conferences follows.

Conferences 13-16: State Coordination of Career Education

The overall picture of the present status and apparent prospects for growth of career education across the land, as revealed in the conference notes, is one of optimism and encouragement. Obviously, several serious problems were identified, but optimism was much more prevalent than pessimism. The following are the general insights gained from the conferences.

Interest in and Enthusiasm for Career Education

There appears to be a very strong consensus that both interest in and enthusiasm for career education are strong and growing still stronger at the local (LEA) level. While we found a few states where quite the opposite situation seems to exist, these were definitely exceptions to the rule. The level of enthusiasm, interest in, and support for career education at the state department of education (SEA) level, however, does not appear to be as high as it is in the LEAs. Almost twenty states indicated that one of the strongest areas of resistance to career education seems to be present among SEA staff, not those in LEAs. This is a problem that some coordinators may want to discuss with their state school officer.

Readiness for Implementation

Readiness for the implementation of career education, while apparently not as strong as local interest and enthusiasm, also seems to be high in most states. It appears that, if career education implementation legislation at the K-12 level were to be enacted by Congress this year, we would find over thirty states ready to move almost immediately into an implementation mode. This is very encouraging.

Level of Bonafide Career Education Efforts

While no exact statistics were given, each state coordinator was asked to make a "best guess" with respect to the proportion of students within the state now being exposed to career education. It appears that bonafide career education efforts are taking place in more than one-third of all school districts and available for over one-third of the K-12 students at this time. It will be most interesting to compare these "best quesses" with results of the statistical random sample the American Institutes for Research (AIR) used in doing their "National Assessment of the Current Status of Career Education." If the information gained at these conferences is reasonably accurate, the AIR results will probably show career education reaching more than one-third of K-12 students—at least the K-9 students. It is also gratifying to note the apparent current movement at the senior high level.

Teacher Education Institutions and Career Education

It seems obvious that we still have a very long way to go before we can say that teacher education institutions, taken as a whole, are deeply involved in the career education movement. It looks as if most are not and that, of those doing something, the most common activity seems to be helping with in-service efforts—rather than restructuring their presservice programs so as to infuse a career education emphasis there. The reports available regarding existing career education activities in teacher education institutions do indicate that they do appear to be using an infusion approach, rather than "adding on new courses." The notes that follow identify those states in which the greatest amount of activity appears to be present among teacher education institutions. Persons interested in getting information on their activities should contact the respective state coordinators.

Organizational and Reporting Arrangements of State Coordinators of Career Education within SEAs

As a general principle which holds that career education is for all students, it should follow that the state coordinator of career education should report to the chief state school officer. However, an increased diversity in reporting arrangements appears to be coming about for state coordinators of career education. The most common arrangement still seems to be that the state coordinator of career education is in the Vocational Education Division and reports to the state director of vocational education. Yet, if the notes are reviewed carefully, it can be seen that several are now assigned to the Division of Instruction, several more to Pupil Personnel Services Division, and a few have assignments whereby they report directly to the chief state school officer. The trend appears to be one of moving the state coordinator of career education out of the Division of Vocational Education.

In those SEAs where career education is housed within the Division of Vocational Education, there do not seem to be many operational problems of having career education apply across the entire system. The state directors of vocational education in these states appear to continue to be giving strong support to make career education efforts apply across the entire K-12 system.

Support of Career Education by Vocational Education

In some states, it does appear that career education is losing support from the SEA Division of Vocational Education. The reasons for this are not so clear as is the fact that it is happening. Several state career education coordinators reported that, as of July 1, 1976, vocational education funds will not be available for career education. This is an unfortunate situation. Had it not been for the support vocational education gave to career education in the beginning, career education would not be in existence today. For this as well as for sound conceptual reasons, career education must continue to be supportive of vocational education—even where mutual support seems to be waning. True,

the mission of career education is broader, but it certainly cannot accomplish its goals without a strong vocational education effort. In terms of a general principle, it can be stated in this way: as we move beyond vocational education, we must not move away from vocational education.

Leadership Support Emerging from Guidance and Counseling

It was gratifying to see the large number of states where strong leadership support is emerging from the guidance and counseling field. The situation with guidance and counseling, like that with vocational education, is that there is need for their expertise and services if the total career education effort is to be successful. In many states, there are counselors who have been less than enthusiastic about career education, but these conferences along with personal observations made around the country by the Director of OCE offer evidence that this situation is rapidly changing. Counselors do have a key role to play in career education and it is pleasing to see them taking a more active role.

Importance of Classroom Teachers

There do seem to be a few states where career education, in effect, appears to be a combination of vocational education and career guidance. This, of course, while valuable, is not sufficient for a comprehensive career education effort. However, the crucial importance of all classroom teachers in implementing the career education concept must continue to be emphasized. This is one of the obvious advantages accruing to those state coordinators who are in their SEA Division of Instruction.

Funds for Career Education

It appears that our biggest common problem, as of now, is obtaining funds for career education. Many state coordinators are finding unique ways of using other kinds of federal funds. Several coordinators, however, reported that some funds are "drying up" this year (see page 7)—and this makes for very serious problems, indeed. As a REFORM movement, it makes theoretical sense to think in terms of redirecting current education monies to career education, rather than asking for brand new dollars under an assumption that all currently available funds will continue to be spent in the same way they always have been spent. This should continue to be emphasized as often as possible. This having been said, it is also apparent that we DO need SOME career education dollars specifically earmarked for this purpose. The "line item" approach in the state budget appears to be one idea that is working in many states.

The implementation of career education will not be easy and it will not be quick—no matter how much new financial help we get. The REFORM of American education is going to take some time.

Communication

The second biggest problem appears to be communication. Apparently, we still have a very long way to go in order for everyone to understand the career education concept in terms of its nature, goals, and basic methods. This was surprising in that we seemed to be further along on this problem than we apparently are.

State Coordinators' Workshops and In-Service Activities

The large numbers of workshops and other in-service activities that the state coordinators have conducted in the last two years is impressive. The amount and variety of effort being expended are amazing and are reflected in the notes that follow. This kind of activity must surely be, and will continue to be, rewarding to all involved.

Objective 5

Conceptualizers, university professors, researchers, and executive officers of associations and organizations within and outside education will provide consultation to the Director of the Office of Career Education, viz.:

1. Reactions to the outcomes of Phase 1,
2. Recommendations for the contributions of organizations and associations to career education, and
3. Suggestions for community support of and involvement in career education.

Transactions

Phase 3 consisted of eleven one-day mini-conferences which were held in Washington, D.C. These conferences convened seventy-three participants who represented fifty-five national associations and organizations, fourteen universities, six federal education agencies, and several corporations. The topics and dates for these conferences were as follows:

Conference 17: Conceptualization, February 1, 1976
Conference 18: Teaching/Learning Processes, March 1, 1976
Conference 19: Evaluation, March 2, 1976
Conference 20: Business/Labor/Industry, March 4, 1976
Conference 21: Counselors, March 8, 1976
Conference 22: Gifted and Talented, March 9, 1976
Conference 23: Handicapped, March 18, 1976
Conference 24: Minorities, March 19, 1976
Conference 25: Females, April 5, 1976
Conference 26: Parents, April 6, 1976
Conference 27: Community Organizations and Associations, May 21, 1976
(All of the above were held at the Gramercy Inn.)

A summary of the progress made on objective five at the above eleven conferences follows.

Conferences 17-27: National Perspectives

All of the mini-conferences in Phase 3 focused, in varying degrees, on the topics that were discussed in Phase 1. The participants reviewed the proceedings of those earlier conferences prior to attending the conferences and made suggestions and recommendations to the Director of the Office of Career Education. Dr. Hoyt is combining the insights gained from both phases into monographs on each of the above topics. They will be available soon through the Government Printing Office.

The conceptualizers focused on House of Representatives Bill 11023 for their discussion of career education since it embodies so many of the concepts and definitions pertinent to career education. This group formalized a statement on that bill and Dr. Sidney Marland presented it as testimony before the House Committee on Education and Labor's hearing on HR11023 held February 2, 1976.

Each executive director of the various associations and organizations represented at the mini-conferences discussed plans for their involvement in career education and how the Office of Career Education and they could work together for the betterment of career education.

Objective 6

Directors of Career Education Projects funded under Section 406, Title IV, Public Law 93-380 (First Year's Program—FY1975) will meet with the Office of Career Education staff to discuss plans for their projects and, at a later time, to report on the outcomes.

Transactions

In addition to the mini-conferences, this project was responsible for arranging OCE meetings for project directors. Four meetings were held to accomplish this objective. The first meeting was with eight evaluation experts who assisted in planning the project directors' meetings held in the summer of 1975. The second and third meetings were held in the summer of 1975 for project directors. The fourth meeting was held in late spring of 1976 for project directors. The dates and places of these meetings are as follows:

Evaluators' Meeting:	July 29-30, 1975, L'Enfant Plaza Hotel
Project Directors' Meeting IA:	August 20-22, 1975, Skyline Inn
Project Directors' Meeting IB:	August 29-30, 1975, L'Enfant Plaza Hotel
Project Directors' Meeting II:	May 17-18, 1976, Gramercy Inn

A summary of the progress made on objective six at the above meetings follows.

Project Directors' Meetings: Summer 1975 - Spring 1976

The principal focus of the Evaluators' Meeting was how to ensure quality evaluation designs and data collection. Alice Scates, Lois-ellin Datta, Jerry Walker, Wesley Walton, Deborah Bonnet, Eugene Dorr, Elvis Arterbury, Carol Aslanian, and Mal Young met with Kenneth Hoyt and Terry Newell of OCE.Strategies and handouts were discussed regarding the forthcoming project directors' meetings.

The project directors were divided into two groups and these two groups met at the beginning of the project startup phase for the purpose of discussing plans for their projects. Each director got to meet individually with the Director of OCE, his/her OCE project officer, and one of the above mentioned evaluation experts.

The second meeting for project directors was held in the final phase of their projects. Project directors reported on progress made, became informed of future directions for career education, and received instructions on making final reports.

The agenda for these project directors meetings can be found on the following pages.

PROJECT DIRECTORS' MEETING I

First Day
August 1975

AGENDA

TIME	TOPIC	FORMAT
9:00 - 9:15 a.m.	Welcome: Commissioner Bell	Large Group
9:15 - 10:00 a.m.	Conference Goals: Dr. Hoyt (Presentation and Question and Answer Period)	Large Group
10:00 - 10:15 a.m.	Break	
10:15 a.m. - 12:30 p.m.	Project Management: Dr. High	Large Group
1:30 - 4:30 p.m.	Priority Areas: Project Goals and Activities Group 1: Incremental Improvement Group 2: Incremental Improvement Group 3: Incremental Improvement Group 4: Incremental Improvement and Senior High Group 5: Special Populations	Small Groups
7:00 - 8:00 p.m.	The Project Profile and Accountability: Dr. Hoyt (Presentation and Question and Answer Period)	Large Group
8:00 - 10:00 p.m.	Project Officer - Project Director Individually Arranged Meetings	By Appointment
	Evaluation Consultation with Evaluation Specialists	By Appointment
	Displays of Project Materials	
	Ad Hoc Interest Sessions	Rooms Available

Second Day
August 1975

8:00 a.m. - 10:00 p.m.	Individual Project Officer - Project Director Meetings	By Appointment
	Individual Project Director Meetings with Dr. Hoyt	By Appointment

TIME	TOPIC	FORMAT
	Project Profile Assistance	By Arrangement with Facilitators
	Evaluation Consultation with Evaluation Specialists	By Appointment
	Priority Area Meetings	Rooms Available
	Third Day August 1975	
9:00 - 10:00 a.m.	Communication and Future Plans: Dr. Hoyt (Presentation and Question and Answer Period)	Large Group
10:00 - 10:15 a.m.	Break	
10:15 a.m. - 12:30 p.m.	Communication and Technical Assistance Group 1: Incremental Improvement Group 2: Incremental Improvement Group 3: Incremental Improvement Group 4: Incremental Improvement and Senior High Group 5: Special Populations	Small Groups
1:30 - 3:30 p.m.	Small Group Reports and Discussion	Large Group
3:30 - 4:00 p.m.	Career Education: Hopes and Prospects - Senator William Hathaway	Large Group
4:00 p.m.	Adjournment	

PROJECT DIRECTORS' MEETING II

May 16-18, 1976
Gramercy Inn
1616 Rhode Island Avenue, N.W.
Washington, D.C.

AGENDA

Sunday, May 16

7:00 - 10:00 p.m. — REGISTRATION
(Hospitality Suite—Room 918)

Hosts: Richard Miguel and Jenifer Ruff
The Center for Vocational Education
The Ohio State University

Monday, May 17

7:00 - 7:30 a.m. — REGISTRATION
(Hospitality Suite—Room 918)

7:30 - 7:35 a.m. — BUSES LEAVE GRAMERCY INN FOR RAYBURN BUILDING

8:00 - 9:30 a.m. — BREAKFAST AT CAPITOL HILL
(Rayburn House Office Building—Room B339)

Host: Dr. Kenneth Hoyt
"Welcome and Goals for the Meeting"

Topic: "The Status of Career Education Legislation"

Speaker: The Honorable Carl Perkins

9:45 - 9:50 a.m. — BUSES LEAVE RAYBURN BUILDING FOR GRAMERCY INN

10:00 - 10:15 a.m. — GENERAL SESSION
(South Scott)

Chairperson: Dr. Kenneth Hoyt

Topic: "Career Education Program: The Commissioner's View"

Speaker: Dr. Terrel Bell

10:15 a.m. — SMALL GROUP SESSIONS: DEMONSTRATING EFFECTIVE CAREER EDUCATION: ACCOMPLISHMENTS AND PROBLEMS

(One topic to be covered in each of the six sessions—choices to be made at registration.)

Chairperson: Gerald Elbers
Topic: "Career Education Infusion"
Presenter: Bernadette Griffith
Room: 906

Chairperson: Prentice Echols
Topic: "Business/Labor/Industry—Involvement in Career Education"
Presenter: Glenys Mason
Room: South Scott

Chairperson: Thomas Enderlein
Topic: "Staff Development Preservice and In-Service Education"
Presenter: Darrell Ward
Room: 227

Chairperson: Richard Ungerer
Topic: "Dissemination"
Presenter: Saul Dulberg
Room: 209

Chairperson: Grace Watson
Topic: "Evaluation"
Presenter: John Shirley
Room: 811

Chairperson: Terry Newell
Topic: "Continuing Career Education: What To Do When the Grant Ends"
Presenter: Carol Reisinger
Room: North Scott

12:00 noon — LUNCH
(Arrangements to be made on an individual basis.)

1:30 p.m. — SMALL GROUP SESSIONS
(Reiteration of morning sessions—each participant will attend a different session on a new topic.)

Chairperson: Richard Ungerer
Topic: "Career Education Infusion"
Presenters: Winnell Thomas and John Michael
Room: 227

Chairperson: Terry Newell
Topic: "Business/Labor/Industry—Involvement in Career Education"
Presenters: Lucinda Kindred and Judy Johnson
Room: South Scott

	Chairperson:	Gerald Elbers
	Topic:	"Staff Development Preservice and In-Service Education"
	Presenters:	Margaret Ferqueron and Alex Perrodin
	Room:	906
	Chairperson:	Grace Watson
	Topic:	"Dissemination"
	Presenters:	Vincent Barry and Doyce Howard
	Room:	209
	Chairperson:	Thomas Enderlein
	Topic:	"Evaluation"
	Presenters:	Marie Burrow and Bruce McQuigg
	Room:	811
	Chairperson:	Prentice Echols
	Topic:	"Continuing Career Education: What To Do When the Grant Ends"
	Presenters:	Robert Meyer and Robert Arceneaux
	Room:	North Scott
3:45 p.m.	GENERAL SESSION (South Scott)	
	Chairperson:	Dr. Sidney High
	Topic:	"American Telephone and Telegraph: Career Education Efforts"
	Speaker:	Richard Arnold
5:00 p.m.	SOCIAL HOUR (CASH BAR) (King Arthur Room)	
7:30 - 9:30 p.m.	DISPLAY OF MATERIALS DEVELOPED BY FUNDED PROJECTS (Rooms 918 and 920)	
<u>Tuesday, May 18</u>		
8:30 a.m.	GENERAL SESSION (South Scott)	
	Chairperson:	Dr. Sidney High
	Topic:	"Financial Reporting—Procedures and Project Audits"
	Speaker:	Jacob Maimone
9:30 a.m.	FOUR SMALL GROUP SESSIONS	
	Topic:	"Preparation of Final Reports"

	Chairperson	Room
	Gerald Elbers	South Scott
	Grace Watson	811
	Terry Newell	227
	Prentice Echols	209

11:00 a.m. GENERAL SESSION
(South Scott)

Topic: "The Future of Career Education and the Commissioner's National Conference on Career Education"

Speaker: Dr. Kenneth Hoyt

12:30 p.m. ADJOURNMENT

ITEM 10. PROJECT PARTICIPANTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R118T

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE-ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK, NEGRO (3)	CAUCASIAN, WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)						0					
MIDDLE/JUNIOR HIGH (7-9)						0					
SENIOR HIGH (10-12)						0					
2-YEAR COLLEGE						0					
4-YEAR COLLEGE						0					
ADULTS (non-matriculated)						0					
SUB-TOTAL	0	0	0	0	0	0	0	0	0	0	0
EDUCATIONAL PERSONNEL											
TEACHERS/professors	1	1	5	57	1	65				15	50
COUNSELORS	0	0	3	14	0	17				7	10
ADMINISTRATORS	0	2	4	118	3	127				72	55
MEMBERS OF THE BUSINESS LABOR INDUSTRY COMMUNITY	0	0	2	29	0	31					
PARENTS	0	0	1	20	0	21					
OTHER (specify)											
TOTAL	1	3	15	238	4	261					

OE FORM 467, 2-76

ITEM 11. EVALUATION

The following represent data extracted from the questionnaires that the conference participants completed after the conferences and mailed back to this project. In order to facilitate the answering of many of the items, the following code was used:

SD – Strongly Disagree

D – Disagree

U – Uncertain

A – Agree

SA – Strongly Agree

NA – Not Applicable

Phase 1: Conferences 1-12 Questionnaire

Part A: Demographic Data

1. Type of city represented.

Groups / Percentages		Rural	Urban	Suburban
Teachers	(39:48)*	30	33	36
Evaluators	(10:12)	10	70	20
Counselors	(10:12)	40	30	30
Handicapped	(10:11)	10	40	50
Females	(11:13)	-	45	55
Gifted/Talented	(9:11)	22	67	11
Minorities	(7:12)	43	57	-

*The first number represents the number of respondents; the second is for the total number of participants.

2. Population of city represented.

Groups \ Percentages		1 - 999	1,000 - 9,999	10,000 - 49,999	50,000 - 99,999	100,000-499,999	500,000-999,999	1,000,000+
Teachers	(39:48)	-	23	46	8	13	10	-
Evaluators	(10:12)	-	10	-	50	20	20	10
Counselors	(10:12)	-	20	30	20	30	-	-
Handicapped	(10:11)	-	10	20	40	20	10	-
Females	(11:13)	-	-	36	18	37	-	9
Gifted/Talented	(9:11)	-	11	22	11	11	22	22
Minorities	(7:12)	-	14	29	-	29	14	14

3. Percentage of city's population that is representative of minorities.

Groups \ Percentages		Less than 1%	1-9%	10-19%	20-29%	30-39%	40-49%	50+%
Teachers	(39:48)	41	21	15	15	5	-	3
Evaluators	(10:12)	-	50	10	10	-	-	30
Counselors	(10:12)	10	30	30	10	10	-	10
Handicapped	(10:11)	30	30	10	20	-	-	10
Females	(11:13)	36	18	18	10	18	-	-
Gifted/Talented	(9:11)	11	34	22	11	-	-	22
Minorities	(7:12)	14	-	14	14	-	14	44

4. Extent of involvement with career education.

Groups \ Percentages		1 year or less	2 years	3 years	4 years	5 years or more
Teachers	(39:48)	10	38	21	27	4
Evaluators	(10:12)	10	20	20	40	10
Counselors	(10:12)	-	-	60	30	10
Handicapped	(10:11)	10	30	20	-	40
Females	(11:13)	36	9	9	18	28
Gifted/Talented	(9:11)	22	33	12	-	33
Minorities	(7:12)	14	-	43	14	29

Part B: Success of the Conference

1. The conference has increased my understanding of career education (in my area of concern).

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	2	-	54	44
Evaluators	(10:12)	-	-	-	70	30
Counselors	(10:12)	-	-	-	60	40
B/I/L	(10:12)	-	-	-	80	20
Parents	(9:12)	-	-	-	22	78
Handicapped	(10:11)	-	-	10	40	50
Females	(11:13)	9	18	18	18	37
Gifted/Talented	(9:11)	-	-	-	33	67
Minorities	(7:12)	-	14	-	57	29

2. The conference has acquainted me with current program developments in career education.

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	3	-	38	59
Evaluators	(10:12)	-	-	20	70	10
Counselors	(10:12)	-	-	-	60	40
B/I/L	(10:12)	-	-	-	60	40
Parents	(9:12)	-	-	22	33	45
Handicapped	(10:11)	-	10	10	30	50
Females	(11:13)	-	10	-	45	45
Gifted/Talented	(9:11)	-	-	-	11	89
Minorities	(7:12)	-	14	-	72	14

3. The conference provided new ideas that can be implemented in my school district.

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	5	2	62	31
Evaluators	(10:12)	-	10	-	80	10
Counselors	(10:12)	-	-	-	70	30
B/I/L	(10:12)	-	-	10	90	-
Parents	(9:12)	-	-	-	56	44
Handicapped	(10:11)	-	10	10	60	20
Females	(11:13)	-	9	18	55	18
Gifted/Talented	(9:11)	-	-	-	44	56
Minorities	(7:12)	14	-	43	29	14

4. The conference identified the following aspects of career education with clarity and specificity:

4a. Philosophy

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	-	14	43	43
Evaluators	(10:12)	-	10	-	80	10
Counselors	(10:12)	-	-	-	80	20
Handicapped	(10:11)	-	-	20	50	30
Females	(11:13)	-	55	9	27	9
Gifted/Talented	(9:11)	-	-	-	56	44
Minorities	(7:12)	-	-	14	43	43

4b. Goals and Objectives

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	5	8	41	46
Evaluators	(10:12)	10	-	-	50	40
Counselors	(10:12)	-	-	10	60	30
Handicapped	(10:11)	-	10	10	50	30
Females	(11:13)	-	46	18	27	9
Gifted/Talented	(9:11)	-	-	23	44	33
Minorities	(7:12)	-	-	29	42	29

4c. Learning Activities

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	-	2	54	44
Evaluators	(10:12)	10	20	-	70	-
Counselors	(10:12)	-	-	-	70	30
Handicapped	(10:11)	-	10	20	70	-
Females	(11:13)	-	9	9	64	18
Gifted/Talented	(9:11)	-	12	-	44	44
Minorities	(7:12)	-	-	29	57	14

4d. Evaluation

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	5	13	41	28	13
Evaluators	(10:12)	10	-	-	50	40
Counselors	(10:12)	-	10	40	40	10
Handicapped	(10:11)	-	40	40	20	-
Females	(11:13)	-	55	36	9	-
Gifted/Talented	(9:11)	-	22	22	45	11
Minorities	(7:12)	-	-	86	14	-

4e. Conditions for Learning

Groups / Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	10	23	54	13
Evaluators	(10:12)	10	30	50	10	-
Counselors	(10:12)	-	10	30	30	30
Handicapped	(10:11)	-	10	60	30	-
Females	(11:13)	-	27	9	64	-
Gifted/Talented	(9:11)	-	-	34	55	11
Minorities	(7:12)	-	-	29	57	14

4f. Program Limitations

Groups / Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	8	46	33	13
Evaluators	(10:12)	-	20	30	40	10
Counselors	(10:12)	-	-	20	50	30
Handicapped	(10:11)	-	-	10	60	30
Females	(11:13)	-	18	18	55	9
Gifted/Talented	(9:11)	-	11	23	44	22
Minorities	(7:12)	-	-	28	28	44

4g. Differentiation/Student Characteristics

Groups / Percentages		SD	D	U	A	SA
Teachers	(39:48)	3	8	30	39	20
Evaluators	(10:12)	-	50	40	10	-
Counselors	(10:12)	-	10	20	50	20
Handicapped	(10:11)	-	10	10	30	50
Females	(11:13)	9	18	18	55	-
Gifted/Talented	(9:11)	-	22	-	56	22
Minorities	(7:12)	-	-	14	43	43

5. The conference achieved consensus on the areas of scope, sequence, and substance that were discussed.

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	3	13	20	41	23
Evaluators	(10:12)	10	10	20	60	-
Counselors	(10:12)	-	-	20	60	20
Handicapped	(10:11)	-	-	10	70	20
Females	(11:13)	-	18	36	46	-
Gifted/Talented	(9:11)	-	22	22	56	-
Minorities	(7:12)	-	14	14	72	-

6. The conference identified areas of further study that are needed for career education (in my area of concern).

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	5	10	62	23
Evaluators	(10:12)	-	-	-	20	80
Counselors	(10:12)	-	-	20	50	30
B/I/L	(10:12)	-	-	-	20	80
Parents	(9:12)	-	-	-	44	56
Handicapped	(10:11)	-	-	10	30	60
Females	(11:13)	-	-	-	45	55
Gifted/Talented	(9:11)	-	-	-	89	11
Minorities	(7:12)	-	29	13	29	29

7. The conference was a worthwhile experience for me.

Groups \ Percentages		SD	D	U	A	SA
Teachers	(39:48)	-	-	-	13	87
Evaluators	(10:12)	-	-	-	30	70
Counselors	(10:12)	-	-	-	-	100
B/I/L	(10:12)	-	-	-	20	80
Parents	(9:12)	-	-	-	-	100
Handicapped	(10:11)	-	-	-	20	80
Females	(11:13)	-	-	-	45	55
Gifted/Talented	(9:11)	-	-	-	11	89
Minorities	(7:12)	-	-	-	29	71

Part C: Open-Ended Questions

1. Aspects of the conference that were of significant worth.

Teachers

- Gaining a national perspective
- Size of the group
- Unpressured atmosphere
- Identifying goals and objectives for grade level
- Increased motivation
- Airing of problems
- Meeting so many dedicated teachers
- Flexibility of the agenda
- Time to reflect on the meaning and importance of career education.

Evaluators

- Having input into planning for future project observation and evaluation
- Reviewing evaluation procedures which have been implemented in projects represented by the participants
- Delineated several areas where program objectives are either ambiguous, or difficult to measure
- Discussion of the appropriateness of achievement data
- Discussion of the pros and cons of various evaluation instruments through usage experiences
- Identification of correlates to career education objectives which might be evaluatable
- Identification of logical and feasible next steps in the evaluation of learner outcomes
- The issue of realistic and reasonable goal setting in establishing career education activities
- Identification of appropriate techniques to get at student evaluation.

Counselors

- Discussion of the commonality of frustrations across the nation in areas of counselor competencies in dealing with career education
- Knowing that real concerns were heard by someone in a position to facilitate legislation to bring about means for solution to problems discussed
- Discovering common goals and definitions of roles of counselors
- The approach that several were using to orient the faculty, administrators, and community to career education.

Business/Labor/Industry

- Further study and exchange of ideas, leading to collaboration with respect to cataloging of resources and provisions to make more effective use of resources
- Identifying the need for increased involvement with elementary educators
- Discussion with labor representatives on career education
- Meeting of the industry/business people with education and labor people
- Learning of the programs of others
- Identifying that for best results, all these programs must begin not later than grade 3.
- Learning that labor is sincerely cooperating to promote pre-employment job experiences for people who are not union members

Business/Labor/Industry (Continued)

- The size of the group
- The cooperative attitude of these three groups of persons.

Parents

- Educational concepts and general ideals shared with other parents and Dr. Hoyt
- Encouraging to discover USOE has a person who recognizes the need for educational reform
- Leadership and listening abilities of Dr. Hoyt
- Discussion of the school dropout.

Handicapped

- Exchange of programs and varied backgrouns of people
- Discussion of significant and relevant issues
- Identifying common problems
- Discovering that state mandates differ as to interpretation and demands regarding low-incidence populations
- The clarification of the fact that career education for the handicapped is not different in terms of scope and sequence from regular students--except in materials
- Gaining knowledge and reinforcement on methods used for integrating career education
- Opportunity to take a look at the broad aspects of career education as it applies to general education and special programs.

Females

- Contacts in other fields of educational system on this subject
- Learning about strategies and methods and seeing the materials of others
- Discussion of sex role stereotyping and how this should change in our society
- Developing a list of unanimously agreed upon recommendations.

Gifted and Talented

- Learning about the many types of programs around the country
- Meeting people with similar interests
- Identification of problems that impeded programs for the gifted and explanation of how they dealt with them
- Introduction to the structure of the intellect approach for the testing, identification and teaching of the gifted and talented.

Minorities

- Discussing the special programs that are being set up to reach the disadvantaged and the educationally deprived children
- Exchange of ideas and meeting with other people
- Interaction with Dr. Hoyt.

2. Issues not discussed adequately.

Teachers

- How to interest colleagues and influence others
- Work experience
- Goals and objectives
- Scope and sequence
- Vagueness about what career education is
- The position of career education relative to education for humanity, culture, and the intellect
- How career education can answer the problem of educating students for positions in a society which already has a long list of qualified personnel who are presently employed
- Everything needed to be discussed more
- Communication of career education ideas.

Evaluators

- How program evaluation will be used
- A generalized strategy for career education evaluation
- The tendency of educators to over-complicate evaluative issues when simplicity would be in order.

Counselors

- The role "between" counselor and career education coordinator to carry the responsibility for career education programs
- Evaluation and accountability of career education
- Counseling minorities in career guidance
- How to evaluate career education after it is infused into the curriculum
- How to get the reluctant counselor to take on the career guidance role.

Business/Labor/Industry

- Different ways B/L/I can collaborate to promote and cause needed legislative change to assist career education
- Ways to get into the classroom on a structured basis by whole sections of school systems
- Granting teachers and/or counselors accreditation hours for "on the job work"
- That an important part of the K-12 program be recognized as training (e.g., grammar, multiplication) rather than pure education
- Basic objectives to be used with students
- Role of educational publishing.

Parents

- Implementation of career education
- Parent education strategies
- How students can evaluate themselves without concentrating selfishly on "self"
- Discussing career problems with our children
- More discussion on what makes the average kid drop out of school
- Matching education with available jobs

Parents (Continued)

- What do they do after career education?
- How do we get teachers colleges moving into training teachers?

Handicapped

- The need to differentiate between low-incidence and high-incidence handicapped
- Differentiating career education in terms of school settings
- Why teachers resist involvement
- What is being done for low-incidence kids in day programs
- Role of vocational rehabilitation and other community agencies in career education
- Defining terms used freely by all participants—terms meant different things to different people
- Procedures to get money to implement more intensive career education programs for the handicapped.

Females

- The issue of power and conflict that underlies the changing role of women
- What are the special concerns which women face in creative life planning?
- The actual K-12 sequence of career education for females
- All major concerns were never discussed adequately
- Ways to evaluate programs and ways to increase the rate of involvement in the implementation of female career education programs.

Gifted and Talented

- Should our schools teach for literacy or for helping young people take their place in society?
- How does career education for gifted and talented differ from career education for others?
- What are the best methods of infusing career concepts into programs for the gifted and talented?
- Questions raised on the first day were not returned to for discussion.

Minorities

- The differences between minorities were glossed over
- Where the funding is and how to go about getting it
- How career education plans to train teachers and provide instructional materials for the bilingual student
- Discussion of what HEW could do to make it possible for minorities to participate at all levels of education.

3. Suggestions for conducting similar conferences in the future.

Teachers

- Most respondents liked the informal atmosphere, the "creative" agenda building, and the size of the group and made no suggestions for changes. Others indicated:
- Change seats for better discussion
- Ensure that all size cities are equally represented
- Match cities of the same size together
- Schedule a block of time in advance for each participant
- Ask participants to bring a brief description of their career education program with copies for all to share
- At least one day should have been more structured
- Better summarization
- More time
- Time set aside for presentation and examination of career education materials brought by participants.

Evaluators

- Hold a follow-up conference
- Critique of instrumentation with copies in each person's hands.
- A precise statement of minimal objectives to be accomplished.

Counselors

- More time
- Have participants prepare, in advance, a summary of their thoughts on career education
- Have participants write questions and objectives to be submitted on the first day
- Small group planning
- Actual development of programs and strategies for implementation role-playing activities.

Business/Labor/Industry

- Use working subcommittees or small workshops to develop recommendations and/or courses of action, to be passed on by total conference, or a steering committee, at a conference wrap-up
- Limit speakers initially to a fixed amount of time, leaving more time for discussion
- Provide advanced information as to what would be expected of each participant—the informal agenda is all right, but it does have serious limitations.

Parents

- Lay groundwork for participants ahead of time; some thought should be given to agenda—flexibility comes in its implementation
- Involve more participants
- Give more information before conference
- Use last couple of hours for summarizing areas of concern, accomplishments, etc.

Handicapped

- Include more participants from low-incidence areas (deaf, orthopedically handicapped, etc.)
- Conference should have more structure and more time
- Vary input and output techniques to include other modes than talking
- Divide into small groups according to interests.

Females

- Evening sessions
- Advanced agenda—more structure during meeting
- More time
- Prepare abstracts of participants' programs for distribution at conference
- Breakout groups.

Gifted and Talented

- More time
- Define agenda items in advance of meeting and inform participants of what is "proposed" for discussion
- Engage participants in some types of activities, other than just talking, to arrive at consensus.

Minorities

- Provide an opportunity at the end of each person's presentation to briefly summarize
- Have participants bring in visual materials which would be helpful in understanding what other programs are doing
- Prove more opportunity for all participants to speak
- Design some specific tasks to be tackled in breakout groups
- Small group planning.

4. Plans of individuals after conference.

Teachers

- Implement new ideas gained at conference
- Speak about career education at a state convention
- Hold a mini-conference at my school
- Use more outside speakers
- Put on workshops
- Report to project director, career education curriculum specialists, and faculty on ideas obtained at the conference
- Infuse new areas of the curriculum with career education
- Urge legislators to support career education
- Urge the adoption of a career education action committee for our school system.

Evaluators

- Develop a local instrument to assess work habits
- Look into the possibility of some sort of senior survey as an outcome device
- Make some evaluation decisions—quick
- Reassess and redefine some evaluation activities for this project year
- Reallocate resources to deliver some of the kinds of outcome data discussed
- Set up and solicit needed evaluation data directed to the nine learner outcomes
- Involve teachers more in planning evaluation strategies.

Counselors

- Play a more active role in career education development in school district
- Get "back to the books" and develop more curriculum units on values clarification and decision-making
- Look into Texas program, "Career Guidance Through Groups"
- Disseminate as much information as I learned at this conference
- Hold more in-service with counselors: awareness, guidance techniques, group counseling, career education as it relates to counselors
- Reach more small groups who have common interests rather than the classroom approach
- Develop handbook on career related activities made by teachers.

Business/Labor/Industry

- Try to do a more effective job while representing the UAW in career education
- Increase involvement of elementary teachers
- Increase involvement of small companies not involved heretofore
- More examination of career education in the early years
- More contact with Dr. Hoyt and others (e.g., CVE)
- Examine and attempt to institute some of the management/labor/business ideas presented at this conference
- Direct a career fair
- Lobby to get community college vocational programs altered to include a career education emphasis
- Involve the community and parents in career education and solicit their help

Business/Labor/Industry (Continued)

- Pursue interest in an advisory council on career education
- Continue publishing career education instructional materials.

Parents

- Become more familiar with career education and assist in its development
- Get a resolution on career education passed at the state School Boards Association annual meeting
- Give people encouragement by sharing the career education concept
- Get quotes from Dr. Hoyt's writing and have them printed in several monthly publications
- Organize more parent awareness activities (e.g., PTA meetings, articles in the newspaper).

Handicapped

- Seek more in-service training in area for entire state at district level
- Investigate the scope of existing programs
- Inform staff of what is going on in the nation
- Develop programs for children with one or more handicapping condition
- Hold a teacher business fair
- Request revision of the special education/vocational education program standards to include provisions for all handicapping conditions
- Become more knowledgeable about K-12 programs in career education for the handicapped.

Females

- More integration of women's career activities into awareness workshops
- Work with other academic instructors
- Emphasize wide-open career choices for females
- Become more familiar with the work that various women's organizations are doing and become more involved
- Request printed material from some of the participants after return from conference
- Analyze existing project efforts for impact on removing barriers for females
- Develop an audiovisual aid concerning local women at work in non-traditional jobs
- Offer workshops for women and girls concerning planning
- Run teacher workshops in 2 pilot career education project schools on sex role stereotyping—from a low-key male involvement point of view
- Make effort to convince the Board and Superintendent of the need to be actively concerned about sex role stereotyping
- Involve a nearby college in career education in-service for faculty
- Write articles for local newspapers to increase community awareness.

Gifted and Talented

- Include more career oriented discussion in in-service sessions around the country
- Explore possibility of adding certain aspects of a high school internship program to work-study and independent study programs
- Share the newly gained knowledge about the structure of the intellect testing program with counselors and guidance directors

Gifted and Talented (Continued)

- Make a greater effort to better identify the gifted and talented student and hopefully recruit more of this type of student into our program
- Discuss with school administration the lack of identification of gifted and talented students.

Minorities

- Implement ideas gained at conference
- Acquaint staff more with career education and its potential value in curriculum
- Initiate district in-service for principals
- Form a career education curriculum committee to focus on minority career needs
- Plan a career education outline for minorities
- Include more career education mini-classes at teachers' conventions.

Phase 2: Conferences 13-16 Questionnaire

Part A: Success of the Conference
(21 of the 44 state coordinators responded)

Questions / Percentages	SD	D	U	A	SA	NA
1. The conference has increased my understanding of career education.	-	5	9	48	19	19
2. The conference has acquainted me with current developments in career education programming and implementation.	-	-	-	38	62	-
3. The conference provided new ideas and techniques that can be implemented in my state.	-	-	5	71	24	-
4. The Phase 1 Report on the first 12 mini-conferences provided useful data for the state coordinators' conference.	5	9	14	53	14	5
5. The conference was successful in providing a clearer perspective and direction for K-12 career education efforts.	-	9	24	38	29	-
6. The conference identified areas of further study that are needed for career education efforts at the state level.	-	-	9	43	48	-
7. The conference was a worthwhile experience for me.	-	-	5	29	66	-

Part B: Open-Ended Questions

1. Aspects of the conference that were of significant worth.

- Discussion of career education legislation
- Clarification of career education concepts at the national level
- Direction for the development of state plans for career education
- Motivation for other state department personnel
- Opportunity to hear about the status of career education in other states
- Opportunity to learn more about future funding
- Opportunity to learn about current USOE efforts
- Opportunity to exchange ideas with Dr. Hoyt
- Sharing of ideas and materials
- Discussion of successful techniques and procedures for implementation
- Information on future career education conferences (e.g., Houston).

2. Issues not adequately discussed.

- Phase 1 report
- Scope and sequence of career education
- Development of proposals
- Evaluation of career education
- Cluster concept
- State planning
- Successful administration strategies for program implementation
- Pros and cons of new legislation
- Career education for special populations.

3. Suggestions for improving conferences for state coordinators.

- More structure is needed (objectives and agenda)
- Provide in advance, a set of headings or format on the status of career education in each state for coordinators to fill out before conference (Should provide uniform feedback and possibly conserve time in presentations)
- Do not open meeting to "observers" (Inhibits participants' openness)
- Provide each participant with an equal amount of time
- The announced conference objective (to discuss Phase 1) should be the guide for what is done at the conference (nothing was accomplished toward that objective)
- The large majority indicated that nothing needed to be changed.

4. Plans of individuals after conference.

- Develop or strengthen state plan
- Become active in career education legislation development and support
- Motivate "key" state personnel and other decision makers
- Proposal writing
- Disseminate Phase 1 reports
- Conduct state mini-conferences
- Establish adequate staffing
- Continue orientation/in-service sessions

4. Plans of individuals after conference (Continued).

- Maintain new contacts with state coordinators
- Develop better strategies for community involvement
- Stronger emphasis on needs assessment and dissemination
- Secure more statewide cooperation.

Phase 3: Conferences 17-27 Questionnaire

Part A: Success of the Conference
(Conceptualizers were not asked to respond; 28 of the 63 participants representing associations did respond.)

Questions / Percentages	SD	D	U	A	SA	NA
1. The conference has increased my understanding of career education.	7	11	18	46	18	-
2. The conference has acquainted me with current developments in career education programming and implementation.	-	18	18	50	14	-
3. The Phase 1 Report provided useful data for this conference.	4	11	14	39	18	14
4. The conference was successful in making recommendations and suggestions for improvement or refinement of the topic under discussion.	7	11	11	39	32	-
5. The conference was successful in providing clearer perspectives and directions for the Director of the Office of Career Education.	-	-	18	36	46	-
6. The conference identified areas of further study that are needed for career education.	4	4	7	46	39	-
7. The conference was a worthwhile experience for me.	4	-	-	57	39	-

Part B: Open-Ended Questions

1. Aspects of the conference that were of significant worth.

Teaching/Learning

- Becoming informed on the current "state of the art" re: career education implementation in public schools.

Evaluation

- Viewing the learner outcomes from an evaluation perspective
- Discussion of Phase 1 report
- Problems of evaluation
- Problems of goals and objectives
- Openness of the Director of OCE
- Opportunity to tap perspectives of other evaluation experts.

Business/Labor/Industry

- Good discussion of problems of work experience programming on a massive scale
- Better understanding of labor viewpoints and policies
- Better appreciation of interface required of national/local and B/L/I/Education.

Counseling

- Pointed up future directions for minis which could begin with input from "leaders"—cross validate by input from practitioners—feedback to leaders so that they can reduce the gap between theory and practice. Urge consideration of this format as opposed to a tail-end approach for those who could influence a needed change.
- Discussion of the career education role in career guidance programs
- The fact that to thoroughly implement the career education concept, additional counselor time must be alloted, if other aspects of counselors' work is not neglected
- Discussion on need to further define the role of the counselor in career education in relation to his/her total role
- Opportunity to express personal opinions on issues
- A chance to hear different viewpoints.

Gifted and Talented

- Different viewpoints on mutually agreed upon topics
- Information on Meeker theory
- Hesitancy to embrace career education work definition for gifted and talented and subsequent discussion in light of desire for self-fulfillment for the gifted and talented.

Handicapped

- Seeing the divergent views between practitioners (Phase 1) and "administrative" types in this conference
- Making it clear to OCE that results of Phase 1 were not necessarily representative of views of people in the fields of work discussed

Handicapped (Continued)

- Opportunity to meet other national staff concerned with handicapping conditions
- Chance to correct some of the impressions of the Committee on the Handicapped and expand the comments
- Interaction with other participants stimulated further thinking in this area.

Females

- Volunteerism discussion
- Nothing except that it was hopeful to learn about what Doris Shakin is doing with project directors
- Established contacts with OCE officials and others with whom I expect to exchange ideas with in the future.

Parents

- Gained a better perspective of the scope and goals of career education
- See the need for a clearer delineation of parental involvement
- We have been so busy explaining the concept of career education until this conference; now programs and projects will be designed to help parents relate to their own children or ways to help other children from the concept of home and family
- Distinguishing teachers from instructors. "All kids" means no labeling of any description. Putting a major responsibility on parents is the key to success in career education
- When we finally got around to determining a course of action for PTA involvement.

Community Organizations and Associations

- Emphasized the need for organizations to join forces to look for solutions to the problem
- The exchange of information between company and organizations representatives regarding their involvement in career education
- Chance to get updated on what is going on in other organizations
- The opportunity to discuss career education in depth with Dr. Hoyt and other groups that are working from the community based, rather than the school based perspective
- The exchange of materials (care packages).

2. Issues not adequately discussed.

Teaching/Learning

- Yes, many—perhaps a larger group would have helped.

Evaluation

- Time limitations prevented adequate discussion of most issues, which are many
- Conference did not make use of expertise in evaluation; no planned agenda or expected outcomes; should give participants specific assignments prior to meeting
- Approaches to process and product evaluation
- Simulation as an evaluation technique
- Alternative evaluation models
- Definition of terms
- Validity and reliability of instruments
- No, but more time would have yielded more productivity
- Processes of career education.

Business/Labor/Industry

- There was not much focus to much of the discussion.

Counseling

- Did not feel that objectives for this group (e.g., validation in terms of a consensus on Phase 1 report on Counselors) was achieved. Unfortunately, instinctual courtesy toward unexpected presence of Phase 1 participant may have changed group's focus or diffused it. Would have liked this group to have had access to Hoyt's paper on counselor's role prior to meeting
- More structure in organizing a career education program for a school
- Did not feel that the issue of impingement of career education on counselor's time was discussed adequately
- The specific role of a Phase 3 validation group
- Priority roles and time allocations.

Handicapped

- Need for baseline data and research in the various subareas—The USOE National Survey is inadequate for this group (specific handicaps)
- What happened to the research topics and priorities generated at the BEH/Career Education Conference at Princeton in early 1975?

Females

- We did not validate Phase 1
- We never really addressed women's career education issues, because there was clearly too much information sharing that had to be done before we could get to the actual subject matter
- I am extremely concerned that we did not get to the Phase 1 report that was prepared for discussion. There are many problems with that paper.

2. Issues not adequately discussed (Continued).

Parents

- I would have liked more specifics on career education programs now underway, and less time spent on generalities
- Funding arrangements for parent programs
- More time could have been provided for how parents and PTAs and PTSAs can be of help
- What will be the actual parent, teacher, and student role of planned action to make career education be of help to every child? How do we make this concept become a reality to all children, not just the underpriviliged?
- PTA people did not really have a chance for input throughout the session
- Definition of "work," but doubt that there will ever be consensus and true understanding of this term
- Cost to a local school board.

Community Organizations and Associations

- More time to consider future action
- Input of business on legislation.

Project Directors' Meetings

Two meetings were conducted in Washington, D.C. for directors of career education projects funded under Section 406, Title IV, Public Law 93-380 (first year's program—fiscal year 1975 funding). The agenda for these meetings can be found in Appendix A and a list of participants and their projects is included in Appendix B.

The data for the evaluation of these meetings were collected through the use of a rating form/questionnaire which was organized as follows:

A. Assessment of the extent to which the objectives of meeting were achieved

B. Assessment of the usefulness of individual and group sessions

C. Aspects of the meeting that were especially helpful and/or interesting (open-ended)

D. Aspects of the meeting that were not useful or that could have been done in a better way (open-ended)

E. Suggestions for the 1976 spring Project Directors' Meeting (open-ended)

F. Other comments.

A. Assessment of the extent to which the objectives of the meeting were achieved

Fifteen objectives were set forth for the Project Directors' Meetings. They are as follows:

1. Each Project Director will be convinced of the great importance of his/her project as a vital contribution to the long-run future of the career education movement.

2. Each Project Director will know clearly and exactly what is expected of him/her in terms of reports.

3. Each Project Director will know clearly and exactly what is expected of him/her in terms of accountability procedures.

4. Each Project Director will know clearly and exactly what is expected of him/her in terms of general project management.

5. Each Project Director will be convinced of the importance of evaluation.

6. Each Project Director will have a clear plan for evaluating his/her project.

7. Each Project Director will be able to relate expected outcomes to program goals and to methodologies proposed in the project.

8. Each Project Director will become personally acquainted with and have formulated plans for systematic communication and sharing with all Project Directors having projects similar to the one he/she is running.

9. Each Project Director will become personally acquainted with and have formulated plans for systematic communications with his/her Project Officer in OCE (including tentative plans for site visits and other kinds of follow-up).

10. Each Project Director will be in agreement with his/her Project Officer regarding goals.

11. Each Project Director will be in agreement with his/her Project Officer regarding basic strategies to be employed.

12. Each Project Director will be in agreement with his/her Project Officer regarding the expected form of evaluation procedures to be employed.

13. Each Project Director will become initially acquainted and given an opportunity to raise any questions or issues with the Director of the Office of Career Education.

14. Each Project Director will provide input to OCE on assistance needs of his/her project and generally recommended strategies and goals which OCE should pursue.

15. Each Project Director will become committed to the concept and will have formulated an operational plan for sharing project methods and results, as well as materials, both with other Project Directors and with other career education practitioners in his/her staff and/or local area.

The outcomes for the above objectives can be seen in Tables 1 and 2 which report how the Project Directors rated their achievement of the objectives. Table 1 reports data by the actual number of participants who marked each category. Table 2 is designed to highlight the degree to which objectives were well of poorly achieved.

Several observations can be drawn by reviewing Table 2:

1. Seventy-four percent of the Project Directors indicated that twelve of the fifteen objectives were highly achieved, and no less than 42 percent of them felt they well achieved all fifteen objectives. The outcomes achieved by 90 percent or more of the participants were:

   a. strong recognition of the importance of evaluation,

   b. productive contact with the Director of OCE,

   c. strong recognition of the importance of their projects,

   d. agreement with OCE Project Officer on project goals, and

   e. productive contact with OCE Project Officers.

2. The figures for the objectives that ranked 8-15 indicate that 20 percent or more of the participants felt their achievement of these objectives was mediocre or worse. The last three ranking objectives, in particular, reveal that a significant number of participants need further help in:

   a. reporting project progress and results,

b. systematic communication, and

c. operational plan for sharing project methods, results, and materials.

3. While 98 percent of the participants felt they were well convinced of the importance of evaluation, other figures on objectives related to evaluation indicate potential for difficulties in this area.

   a. Twenty percent do not seem able to relate expected outcomes to program goals and methodologies,

   b. Twenty-two percent are not clear about exactly what is expected in terms of accountability,

   c. Twenty-five percent do not seem to have a clear plan for evaluation, and

   d. Twenty-six percent are not in total agreement with their Project Officer regarding evaluation procedures.

B. Assessment of the usefulness of individual and group sessions

Table 3 graphically shows the participants' assessment of the conference sessions with individual meetings with Dr. Hoyt and their Project Officers leading the list. A significant shift in rank (sixth) occurs for the only other individual meeting which was held with the evaluation consultant. Forty percent found that meeting could have been better. Trailing noticeably in popularity and failing to receive a "very useful" rating from at least 50 percent of the participants were the following sessions:

a. evaluation - large group

b. communication/technical assistance - small group

c. communication - large group

d. small group reports

e. All-Folunteer Armed Forces - large group.

Table 1

Outcomes

(By Number of Project Directors)

Rank Order	Objective Number	Each Project Director . . .	Degree of Achievement N=62				
			Not at all	Slightly	Moderately	Highly	Completely
1	5	. . . is convinced of the importance of evaluation.	-	-	1	5	56
2	13	. . . became initially acquainted and was given an opportunity to raise questions or issues with the Director of the Office of Career Education.	-	-	3	5	54
3	1	. . . is convinced of the great importance of his/her project as a vital contribution to the long-run future of career education.	-	-	5	8	49
4	10	. . . agrees with his/her Project Officer re: project goals.	-	-	5	19	38
5	9	. . . became personally acquainted with and formulated plans for systematic communications with his/her Project Officer in OCE (including tentative plans for site visits and other kinds of follow-up).	-	-	6	10	46
6	14	. . . provided input to OCE on project assistance needs and generally recommended strategies and goals which OCE should pursue.	-	4	5	15	38
7	11	. . . agrees with his/her Project Officer re: basic strategies to be employed.	-	-	11	22	29
8	7	. . . is able to relate expected outcomes to program goals and methodologies proposed in the project.	-	1	11	25	25
9	4	. . . knows clearly and exactly what is expected of him/her in terms of general project management.	-	1	12	18	31

10	3	. . . knows clearly and exactly what is expected of him/her in terms of accountability procedures.	-	-	14	24	24
11	6	. . . has a clear plan for evaluating his/her project.	-	1	14	25	22
12	12	. . . agrees with his/her Project Officer re: the expected form of evaluation to be employed.	-	1	15	25	21
13	2	. . . knows clearly and exactly what is expected of him/her in terms of reports.	-	4	17	20	21
14	8	. . . became personally acquainted with and has formulated plans for systematic communication and sharing with all Project Directors having projects similar to the one he/she is running.	1	3	28	21	9
15	15	. . . is committed to the concept and has formulated an operational plan for sharing project methods and results, as well as materials, both with other Project Directors and with other career education practitioners on his/her staff and/or in the local area.	-	3	33	18	8

Table 7

Outcomes

Rank Order	Objective Number	By Percent of Project Directors indicating . . . A. Moderate, slight, or lack of achievement of obejctives b. Complete or high achievement of objectives. Each Project Director . . .	A	B
			Not at all Slightly Moderately	Highly Completely
1	5	. . . is convinced of the importance of evaluation.	2%	98%
2	13	. . . became initially acquainted and was given an opportunity to raise questions or issues with the Director of the Office of Career Education.	5%	95%
3	1	. . . is convinced of the great importance of his/her project as a vital contribution to the long-run future of career education.	8%	92%
4	10	. . . agrees with his/her Project Officer re: project goals.	8%	92%
5	9	. . . became personally acquainted with and formulated plans for systematic communications with his/her Project Officer in OCE (including tentative plans for site visits and other kinds of follow-up).	10%	90%
6	14	. . . provided input to OCE on project assistance needs and generally recommended strategies and goals which OCE should pursue.	15%	85%
7	11	. . . agrees with his/her Project Officer re: basic strategies to be employed.	18%	82%

8	7	. . . is able to relate expected outcomes to program goals and methodologies proposed in the project.	20%	80%
9	4	. . . knows clearly and exactly what is expected of him/her in terms of general project management.	21%	79%
10	3	. . . knows clearly and exactly what is expected of him/her in terms of accountability procedures.	22%	78%
11	6	. . . has a clear plan for evaluating his/her project.	25%	75%
12	12	. . . agrees with his/her Project Officer re: the expected form of evaluation to be employed.	26%	74%
13	2	. . . knows clearly and exactly what is expected of him/her in terms of reports.	35%	65%
14	8	. . . became personally acquainted with and has formulated plans for systematic communication and sharing with all Project Directors having projects similar to the one he/she is running.	52%	48%
15	15	. . . is committed to the concept and has formulated an operational plan for sharing project methods and results, as well as materials, both with other Project Directors and with other career education practitioners on his/her staff and/or in the local area.	58%	42%

Table 3

Usefulness of Individual and Group Sessions

Rank Order	Session	Very Useful	Somewhat Useful	Of Little Use
1	Individual meeting with Dr. Hoyt	79%	19%	2%
2	Individual meeting with Project Officer	77	23	0
3	Large group session on: Project Management	74	23	3
4	Large group session on: Conference Goals	66	31	3
5	Small group session on: Project Goals and Activities	61	34	5
6	Individual meeting with Evaluation Specialist	60	24	16
7	Large group session on: Evaluation	37	44	19
8	Small group session on: Communication and Technical Assistance	27	71	2
9	Large group session on: Communication	27	66	7
10	Small group reports	20	60	20
11	Large group session on: Career Education and the All-Volunteer Armed Forces	9	53	38

C. Aspects of the meeting that were especially helpful and/or interesting

In order of frequency . . .

1. Individual meetings with Dr. Hoyt, Project Officers, and other OCE staff
2. Consultation from evaluation specialist
3. Interaction with other Project Directors (formal and informal)
4. Sharing my career education experiences, problems, and concerns
5. Clarification of my project plan
6. Display of career education materials
7. Large group sessions (especially with Dr. Hoyt, Commissioner Bell, and Dr. High)
8. Organization and format of meeting.

D. Aspects of the meeting that were not useful or that could have been done in a better way

In order of frequency . . .

1. A schedule of times and places would have facilitated getting together with other project directors who offered to share expertise or who had similar problems (could not locate people on lists). A communications center would have been helpful in locating people.
2. Scheduling of individual meetings (too much free time especially second day).
3. Small group sessions should have been more structured.
4. Insufficient time with Project Officer, Dr. Hoyt, and evaluator.
5. Small group reporting was inefficient and ineffective.
6. A general social get-together should have been held on the first day.
7. Evaluation consultants could have been better prepared to discuss project (i.e., should have read proposal).
8. General sessions were too long.
9. Insufficient attention to projects' problems of communication.
10. (L'Enfant only) Lengthy discussion of career education papers.

Note: Comments in this category were more specific than those in the preceding category but there were fewer responses in this category. Many wrote comments such as, "None," or "Too minor to mention."

E. Suggestions for meeting to be held in the spring of 1976

1. Help on final reports.
2. Try to find a better way to facilitate a communication network.
3. A meeting with all directors at one time—not two separate meetings.
4. Presentations of each project.
5. Let participants know the format as soon as possible.
6. Share materials developed.
7. Should be small group, working sessions, avoid (1) speeches, and (2) "summary" reports by each project.
8. Directors with similar projects should get together.
9. Evening meeting sessions.

F. Other Comments

1. Many comments made regarding "appreciation for the opportunity to come to the meeting" and regarding how "worthwhile the meeting was."
2. Liked being able to talk to the other Project Directors.
3. Total conference was most helpful and informative.
4. Dr. Hoyt taking the time to personally discuss the particular concerns of every Project Director.
5. The objectives were too broad—too much for one meeting.
6. Having the opportunity to meet the OCE staff.
7. Regional meetings should be scheduled quarterly, if possible.
8. The conference clearly fulfilled its objectives.

ITEM 12. CHANGES

Due to the nature of this project, numerous changes needed to be made in regard to dates, logistics, products, and people. Most were minor. The major changes were:

1. Three conferences were added to Phase 3: Teaching/Learning Associations, Conceptualizers, and Community Associations and Organizations.

2. The total number of participants was 261 (with some 100 observers), instead of the 250 participants originally planned for.

3. Phases 2 and 3 (15 conferences) were held in Washington, D.C. instead of Columbus, Ohio as originally planned.

4. Six hundred copies of each Phase Report and the Final Report (100 pages each) were not disseminated. Instead, the following was done:

Phase 1 (190 pages)	–	300 copies, mostly for participants
Phase 2 (68 pages)	–	75 copies, for state coordinators and OCE only
Phase 3	–	No reports, as requested by the Director of OCE
Final Report (200 pages)	–	1500 copies, mostly for OCE dissemination.

5. This project compiled, edited, and printed 700 copies (263 pages) of a document entitled, *Profiles of Career Education,* at the request of OCE who handled the dissemination.

All changes were accommodated within the funds originally allocated.

ITEM 13. DISSEMINATION

Most of the dissemination of reports, up to the final report, was done for the purpose of intercommunication among participants or with OCE. The final report will be disseminated as follows:

1. CVE will disseminate 500 copies to conference participants and to others who have expressed an interest in the project.

2. OCE will disseminate 1500 copies to persons they so designate.